



**TITLE IV: Safe and Drug Free Schools
Annual Program Report
Anchorage School District**

**TUDOR ELEMENTARY
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What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.

School Newsletters, School Wide Assembly

Major Accomplishment

We were more successful this year in promoting peer to peer support. Students in grades 5 and 6 served in a tutor role with Kindergarten and first grade students. Because these relationships were developed we have seen what appears to be relationships that have moved beyond the tutoring role. Younger students have been observed seeking the support of the older students, even ones that were not their tutors, and older students have been observed offering support to younger students, not just the ones they tutored. In general this will help to support our school rules of being safe, respectful, and responsible. We have also had several 6th grade students help in classrooms in a variety of ways to include teacher support, student support, and have also involved students in creating bulletin boards that reflect the social skills we would like younger students to have as well as to promote positive activities that were school wide.

Students Served

Elementary	125
Middle School	0
High School	0

Services and Activities Provided:

During this school year, our school provided the following activities:

- After-School or before-school programs
- Community service projects
- Conflict resolution/peer mediation
- Drug prevention instruction
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction

- Authors in the school - 2 different authors
- Imaginarium presentation
- Music in the school
- Red Ribbon Week
- Fish and Wildlife Assembly - Bear Safety
- Spelling Bee
- Student Council
- Battle of the Books
- Math and Literacy Nights
- Science Fair
- Quarterly Award Ceremonies
- Self Manager Luncheons each quarter
- Bulletin Boards promoting skill building strategies
- Chior/Chorus
- Turkey Bingo
- Open House
- Welcome back to school social
- Reading Incentive Program
- Fall Carnival

- Mediator Rally
- Spring Clean up
- Junior theater productions
- Going to college day
- Salmon release
- Several sport focused after school programs to include Orienteering, Frisbee Golf, and Ultimate Frisbee
- After school Tutoring
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Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Peer helpers (e.g. Natural Helpers)
- Student assistant programs/Core team
- Red Ribbon Week
- The Great Body Shop
- RCCP Curriculum
- Student Support Groups
- RCCP Peer Mediation
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggression Replacement Training

Coordination

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Alcohol/drug counseling and/or treatment agency

- Joint Service Delivery, Referrals

Health providers

- Joint Service Delivery, Referrals

Social services providers

- Joint Service Delivery, Referrals

Community-based group for drug/alcohol/tobacco

- Joint Service Delivery, Referrals

Student and Parent Involvement

Students **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were not** involved in design, delivering, or critiquing drug or violence prevention programs.

Activity Reports

Cooperative Learning Small Group Intervention Program

Brief Description

We offered several programs to students. Some occurred after the school day and some during the school day. We offered a variety of activities in the hope to reach more students. Activities offered included sports (orienteering, ultimate frisbee, frisbee golf, flag football, and snow boarding/skiing), academic focused (peer tutoring), peer support (peer mediators, welcome ambassadors) and community support (special event volunteers). Our plan was also to offer an arts program however the teacher who had signed up to run it could not due to a family emergency.

Needs Assessment

- SCCS

Evaluation Methods

- Pre/Post Survey

Data Summary

All students were given a pre and post survey where the focus was on determining student feelings about other students and if they play fair as well as ways students could show cooperation in the school building.

Activity

Peer Mediators/Welcome Ambassadors and Tutors Students at Tudor play fair? Pre 73% Post 79% Can id at least 3 behaviors that model cooperation Pre 62% Post 89%

Orienteering Students at Tudor play fair? Pre 75% Post 67% Can id at least 3 behaviors that model cooperation Pre 92% Post 88%

Sports Students at Tudor play fair? Pre 100% Post 100% Can id at least 3 behaviors that model cooperation Pre 91% Post 88%

Other Comments

Students reported that they enjoyed all the activities when directly asked. This is our third year with an Orienteering Program and it appears to be an activity that the students enjoy. This is our first year with a large number of students serving as peer mentors and as an adult it was nice to see the students reach out to others after they were a mentor or had been mentored. That action showed me that the students understood the "power" of their helpfulness with each other and others. Also showed the skill of empathy which is one we like to promote.